

Level 3 Award in Education and Training (6502)

Example assignments



www.cityandguilds.com
August 2020
Version 1.2

About City & Guilds

City & Guilds is the UK's leading provider of vocational qualifications, offering over 500 awards across a wide range of industries, and progressing from entry level to the highest levels of professional achievement. With over 8500 centres in 100 countries, City & Guilds is recognised by employers worldwide for providing qualifications that offer proof of the skills they need to get the job done.

City & Guilds Group

The City & Guilds Group includes City & Guilds, ILM (the Institute of Leadership & Management, which provides management qualifications, learning materials and membership services), City & Guilds NPTC (which offers land-based qualifications and membership services), City & Guilds HAB (the Hospitality Awarding Body), and City & Guilds Centre for Skills Development. City & Guilds also manages the Engineering Council Examinations on behalf of the Engineering Council.

Equal opportunities

City & Guilds fully supports the principle of equal opportunities and we are committed to satisfying this principle in all our activities and published material. A copy of our equal opportunities policy statement is available on our website.

Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent.

However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes
- candidates may copy the material only for their own use when working towards a City & Guilds qualification

The Standard Copying Conditions (which can be found on our website) also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Publications

City & Guilds publications are available from our website or from our Publications Sales department, using the contact details shown below.

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

City & Guilds

1 Giltspur Street

London EC1A 9DD

T +44 (0)844 543 0000

F +44 (0)20 7294 2413

www.cityandguilds.com

centresupport@cityandguilds.com

Level 3 Award in Education and Training (6502)

Example assignments



www.cityandguilds.com
August 2020
Version 1.2

City & Guilds
Skills for a brighter future



www.cityandguilds.com

Contents

1	About this document	6
2	Introduction – guidance for tutor/assessors	8
3	Unit assignments	16
Assignment 301	Understanding roles, responsibilities and relationships in education and training	17
Assignment 302	Understanding and using inclusive teaching and learning approaches in education and training	20
Assignment 303	Facilitate learning and development for individuals	25
Assignment 304	Facilitate learning and development in groups	28
Assignment 305	Understanding assessment in education and training	31
Assignment 305	Understanding assessment in education and training Error! Bookmark not defined.	
Assignment 306	Understanding the principles and practices of assessment	35
Appendix 1	Forms	54
Appendix 2	Glossary	63
Useful contacts	65	

1 About this document

This document contains the **example** assignments and guidance centres can use for the units within the following qualifications.

6502 Level 3 Award in Education and Training

- 6502-31 Level 3 Award in Education and Training
- 6502-32 Level 3 Award in Education and Training (with Learning and Development)
- 6502-92 Level 3 Award in Education and Training (with Learning and Development unit route)
- 6502-93 Level 3 Award in Education and Training (unit route)

The assignments in this document are optional, and are provided as examples for centres to use to evidence the knowledge required for specific units. Alternatively, centres who want to develop their own assignments can do so, referring to the qualification handbook and assessment criteria for additional guidance. Please note when centres devise their own assignments, they must ensure that all unit assessment criteria is met.

This document includes:

- examples of assignments for candidates undertaking the above qualification(s)
- tutor/assessor guidance
- candidate assessment record documentation that can be used for each assignment.

This document contains the assignments as follows:

Assessments	Unit Title	Method
Assignment 301	Understanding roles, responsibilities and relationships in lifelong learning	Externally set assignment, locally marked and externally quality assured.
Assignment 302	Understanding and using inclusive approaches in education and training	Externally set assignment, locally marked and externally quality assured.
Assignment 305	Understanding assessment in education and training	Externally set assignment, locally marked and externally quality assured.
Assignment 306	Understanding the principles and practices of assessment	Externally set assignment, locally marked and externally quality assured. Or Multiple choice test and professional discussion

The following Level 3 units are assessed through evidence collected in the workplace and are referred to as portfolio units. They are not included in this document. The qualification handbook contains the additional guidance and evidence requirements necessary to assess the portfolio units.

Assessments	Mandatory/ Optional	Unit Title	Method
Portfolio 303	Optional	Facilitate learning and development for individuals	Portfolio of evidence.
Portfolio 304	Optional	Facilitate learning and development in groups	Portfolio of evidence.

N.B. All assignment and portfolio numbering corresponds with the relevant unit number. For example Assignment 301 is used to evidence the knowledge required for Unit 301.

Candidate Portfolio of Evidence

Evidence of on-going assessment and internal quality assurance must be provided by the centre. Candidates will need to demonstrate, through the presentation of evidence, that they can meet the requirements of the units within the qualification assessed by portfolio of evidence, which is 303 and 304. To do this they will need to organise their evidence into what is known as a portfolio. It is expected that candidates will provide a diversity of evidence types to support their demonstration of competence and knowledge.

The tutor/assessor must make a judgement as to when candidates have met the standard required and then complete a record based on their observations or other types of evidence presented by the candidate. Each unit will be graded pass or refer.

If a unit is referred, the centre must provide appropriate feedback and support to enable the candidate to resubmit.

If a candidate has been referred and does not meet the assessment criteria in the subsequent resubmission, the centre should either:

- arrange additional support for the candidate, or
- guide the candidate towards a more suitable qualification, or
- inform the candidate of the right to appeal.

Centres must record any actions taken and/or any additional support given to the candidates. Centres must have a sound referrals policy in place. Marking and feedback should take place within two weeks of submission of the completed units. This allows for formative assessment and on-going internal quality assurance.

In addition to this document, centres will require the Answer Pack and the Forms for centres pack both of which are available to download from **www.cityandguilds.com**

2 Introduction – guidance for tutor/assessors

Introduction

The assignments for the following units are optional, and are provided as examples for centres to use to evidence the knowledge required for these units.

Centres must be clear that it remains the tutor/assessor's responsibility to ensure that sufficient, valid evidence is recorded for each candidate to justify the achievement of each unit.

Internal quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance.

Full details and guidance on the internal and external quality assurance requirements and procedures, are provided in the *Centre Manual – Supporting Customer Excellence*, which can be found on the centre support pages of www.cityandguilds.com. This document also explains the tasks, activities and responsibilities of quality assurance staff.

Additional Conditions of Use (Assessment Materials)

City & Guilds Assessment Materials are protected by copyright and are supplied only to Approved Centres for use solely for the purpose of summative assessment.

The following conditions, which apply to City & Guilds Assessment Materials, are additional to

- **the Standard Copying Conditions** which can be found at <http://www.cityandguilds.com/142.html>; and
- (where the City & Guilds Assessment Materials are dated examinations), the JCQ Instructions for Conducting Examinations.

The Approved Centre must:

- only use the City & Guilds Assessment Materials in formal, summative assessment leading to the award of credit / a qualification and **not** for **any** other purpose (including, but not restricted to, teaching, revision, as practice assessments or for commercial purposes);
- handle and store securely the City & Guilds Assessment Materials in accordance with the following conditions
 - City & Guilds Assessment Material must be accessible to candidates only during formal assessment as governed by the assessment conditions specified for the qualification;

- Candidate portfolios may contain assessment results referenced to the assessment taken but should not contain the City & Guilds Assessment Materials (such as assessment tasks or questions or candidates' marked scripts if the tests may be reused (unless otherwise stated));
- the Approved Centre must not make public **in any format** the contents of any City & Guilds Assessment Materials either in part or in full;
- City & Guilds Assessment Materials must be securely handled and under no circumstances shared with third party organisations or individuals.
- seek permission from City & Guilds via their Qualification Consultant if they want to convert City & Guilds Assessment Material for storage, retrieval and delivery in electronic form (ie using some form of e-assessment or e-learning system);
- provide access, on request, to City & Guilds to the system(s) on which the Assessment Materials appear.

Example assessments – Unit 301, 302, 305 and 306

These units are assessed in a number of ways to provide a clear indication of candidate knowledge and skills. These include:

- knowledge and understanding tasks
- internally marked short-answer questions.

The assessments are set by City & Guilds and are administered by the centre when the candidate is ready. They are then marked and graded internally, using the information provided and the outcomes recorded on the documents provided by City & Guilds. Assessments are subject to internal and external quality assurance.

Unless specified, assessments can be completed in any order. Centres will be expected to organise the assessments in a logical order according to the requirements of the candidates and the course eg with regard to work experience placements, visits etc.

Tutors/assessors should teach to the full breadth of the Learning Outcome of the unit and not limit teaching to the assessment tasks. Candidates should only be assessed when it is evident that they are ready to undertake the assessments. Candidates should be aware of what they are to be assessed on and what is required of them in order to pass.

Knowledge and understanding tasks

In some cases, these can be completed away from the centre in the candidates' own time. This is only appropriate when:

- original thought on the part of the candidate is required, and marking criteria require demonstration of understanding, interpretation or evaluation of information. Here it can be expected that each candidate's evidence will be in their own words, and therefore identifiable as their own work, ie **not** straight recall of facts.
- the tutor/assessor is confident that they will be able to accurately authenticate the candidates' evidence as their own, and detect any plagiarism.

Methods to support authentication of candidate work may include:

- final write-ups to take place under controlled or test conditions (**always** required where the evidence is straight recall of facts).

For further information on authenticating candidate work, see: **www.ofqual.gov.uk/plagiarism-teachers**

Candidates may refer to their Tutor/assessors for guidance on understanding the task, though they should be aware that, the amount of guidance and support they are given may be reflected in their grade – where this is the case it will be reflected in the grading criteria, all pass criteria need to be based on the candidate's own work and therefore met without support.

A realistic timeframe should be set for completion of the task. The submission schedule should be worked out by the centre, governed by the overall assessment plan for the course. The handing out of tasks and the deadlines for their return are matters for agreement between the tutor/assessor and the candidates locally. Candidates should be able to negotiate deadlines where they have a good reason for the request, but reliability and punctuality are watchwords of employment and centres will refer to their own centre policy when dealing with late submissions where no good reason is provided.

The tasks candidates have been set for this qualification should not prevent access unfairly. If a task is thought to prevent unfair access due to the type of evidence required, advice should be sought from the Qualification Consultant on providing the evidence in a different format. For example if a task required the candidate to provide information as a poster, then unless the design of the poster is being assessed, an alternative format such as an information sheet or report may be acceptable. Note however, that the requirements of the task must still be met in full and the marking/grading criteria applied without change.

Internally marked short-answer questions (assignment 306)

The questions should be taken under supervised conditions as closed-book tests, unless specified otherwise. This means that all activities will be completed with the tutor/assessor, or other designated supervisor, present. Alternatively, tutor/assessors may prefer to ask the questions orally and record individual candidates' responses. Unless specified, there is no time limit set by City & Guilds and centres should base their timings on the time it takes a prepared candidate to complete the questions comfortably).

The pass mark for the short-answer questions in assignment 306 is 42 out of 60 (70%). Tutor/assessor must make a judgement as to when candidates have met the standard required. The questions have been structured so that once a candidate has provided a suitable answer to all the questions in a task they will have covered all the assessment criteria for that task. The Answer Pack contains model answers that provide guidance on suitable answers to the short-answer questions.

Introducing the assessments/tasks to candidates

The tutor/assessor should introduce each assessment/task, making sure that the candidates understand what is required of them. It is best practice to agree and record a deadline for submission of an task/assignment which will give candidates a clear expectation of when their evidence needs to be completed. The timing of submission may be governed by assessment planning for other units within their qualification and to reflect the individual needs of candidates. The timing of submission for the assignment should always be in negotiation with tutor/assessor/candidate. Any timing agreements should be clearly recorded for candidates to refer to at a later date.

Opportunities to repeat tasks

It is essential that the tasks are not used for formative purposes and the candidates only attempt them when they are judged to be fully ready. It is at the centre's discretion whether to allow a candidate to repeat a task, unless otherwise specified. A candidate should not be allowed to repeat until it is evident that they are ready to undertake the task.

Candidates can reuse any research that they have previously carried out and supplement their evidence when repeating a task. Unless specified, for internally marked short-answer questions, candidates will need to retake only the questions they failed again. Questions can be asked/answered verbally with the tutor/assessor and the results recorded. For observations in units 303 and 304, candidates will need to retake the full task.

Feedback

Tutor/assessors are expected to provide feedback on completed assignments. A pro forma for feedback, the **Candidate Assessment Record form** should be completed for each assignment. It is used to record the results of each assignment and feedback to the candidate. Internal Quality assurers should sign this form on completion of each unit regardless of whether it has been sampled in their file/portfolio.

A copy of the Candidate Assessment Record form can be found on page 14, and an amendable version can be found in the Forms for centres pack which is available to download from **www.cityandguilds.com**.

Although some feedback may be given verbally, this is often forgotten by the candidate after the assessment; therefore, tutor/assessors should complete the form for each candidate, showing the key information given to the candidate. This will also serve as an action plan for candidates who are unsuccessful in a task and need to do further work before repeating the task.

Using the grading criteria and marking schemes

Only the knowledge and skills required by the unit(s) may be considered for marking and grading. Any additional skills displayed but which are not required for the unit (eg high levels of presentation of materials, IT, communication etc) should not influence the marking or grading.

The tasks must be marked by the centre using the marking and grading criteria provided by City & Guilds. For internally marked short-answer questions, model answers are provided by City & Guilds. Both model answers and grading criteria can be found in the **Answer Pack** which is available to download from **www.cityandguilds.com**. The Answer Pack is password protected and must be held securely by centres and not made available to candidates.

Recognition of Prior Learning (RPL)

These summative assessments assess candidate learning, including prior learning. RPL may not be used as an alternative.

Health and safety / Codes of practice

The importance of safe working practices, the demands of the Health and Safety at Work Act and the Codes of Practice associated with the industry **must** always be adhered to.

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow correct health and safety practices and procedures during practical assessment, the assessment **must be stopped** and the candidate advised of the reasons why. The candidate should be informed that they have not reached the standard of assessment required. At the discretion of the centre, candidates may retake the assessment at a later date when they are able to work safely. In any cases of doubt, guidance should be sought from the Qualification Consultant.

Quality assurance of assessments

Centres must use the provided documentation, unless otherwise agreed, to ensure that Qualification Consultants can check that evidence for an assessment is complete and ensure that the allocation of marks is fair and beyond dispute. Centres may devise additional documentation/forms to support those provided by City & Guilds.

If a candidate's work is selected for quality assurance, samples of work must be made available to the appointed Qualification Consultant who will ensure that

- the quality assurance co-ordinator is undertaking his/her responsibilities
- the quality assurance co-ordinator is given prompt, accurate and constructive feedback on centre operations
- a report is written on centre activities for City & Guilds.

Retention of evidence

In order to fully support candidates, centres are required to retain candidates' evidence until the candidate has certificated and until any final sampling by a City & Guilds Qualification Consultant has taken place. Candidate assessment **records** (see the centre manual for details) must be retained for **three years** after certification.

Entry for assessment and certification

Entry for assessment and certification should be as specified in the qualification handbook and the Walled Garden.

Authenticity and Academic Practice

Centres are reminded to check for authenticity of work where candidates may be using texts and the Internet to complete tasks. Direct cut and paste of correctly selected material can be considered identification of fact, and tutor/assessors must use their judgement as to whether sufficient understanding has been shown through the use of such materials.

Candidates are being judged on whether they have met the assessment criteria and not **solely** on presentation, spelling, grammar etc. However, a Level three qualification requires good presentation and coherent written skills. Writing should also link theory and principles to their own practice and there should be clear evidence of reflection.

The descriptors provided below should be applied to knowledge evidence by candidates, tutors, tutor/assessors and quality assurance.

Level 3 learning would include:

1. Knowledge of relevant principles, and where appropriate theories, that apply in this field.
2. Evidence of appropriate reading relating to principles, theories and practice.
3. Consideration of how professional values impact on working in this area.
4. Evidence of a reflective approach.

Word counts

Tutor/assessors may guide candidates by using the word counts identified with each task, but please note that this is **guidance only** and not a requirement of the assessment. Candidates should also be reminded that it is the quality of their work that is being judged and not the quantity.

Candidate assessment record

Assignment feedback and result sheet



Unit number and title	Assignment
Candidate's name	Enrolment number
Tutor/assessor's name	Centre number
Dates assignment submitted	1 st
	2 nd

Tasks	1st Submission outcome	Resubmission outcome	IQA Signature if sampled
A	Pass / refer	Pass / fail	
B	Pass / refer	Pass / fail	

Tutor/assessor feedback to candidate on outcome of assessment

Target date and action plan for resubmission (if applicable)

Tutor/assessor feedback to candidate on outcome of resubmission

Date of final assessment decision

I confirm that this assessment has been completed to the required standard and meets the requirements for validity, currency, authenticity and sufficiency

Tutor/assessor signature _____ Date _____

I confirm that the assignment work to which this result relates, is all my own work

Candidate signature _____ Date _____

Internal quality assurer signature _____ Date _____

3 Unit assignments

The assignments for the Level 3 units for this qualification follow in this document.

Level 3 assignment	Task	Evidence required	Assessment criteria covered	
301	Understanding roles, responsibilities and relationships in education and training	A	Information booklet	1.1, 1.2 3.1, 3.2, 3.3
		B	Reflective account	1.3, 1.4 2.1, 2.2
302	Understanding and using inclusive approaches in education and training	A	Briefing document	1.1, 1.2, 1.3 2.1, 2.3, 2.4
		B	Planning activity	2.2 3.1, 3.2
		C	Delivery and involvement in Micro teach	4.1, 4.2, 4.3
		D	Reflective account	5.1, 5.2
305	Understanding assessment in education and training	A	Information sheet	1.2, 1.3, 1.4 2.3 4.2
		B	Hand-out	1.1 2.1, 2.2 3.1, 3.2, 3.3 4.1
306	Understanding the principles and practices of assessment	A	Short-answer questions	1.1, 1.4 2.1 3.2, 3.3, 3.4, 3.5 4.1, 4.2, 4.3 6.1, 6.2, 6.3 7.1, 7.2 8.1, 8.2, 8.3, 8.4
		B	Presentation	1.2, 1.3, 3.1, 3.3, 4.4, 5.1, 5.2

Assignment 301 Understanding roles, responsibilities and relationships in education and training



Assignment overview

There are **three** learning outcomes to this unit:

1. Understand the teaching/training role and responsibilities in education and training
2. Understand ways to maintain a safe and supportive learning environment
3. Understand the relationships between teachers and other professionals in education and training

Each learning outcome contains assessment criteria against which the candidate will be assessed. For more information on the unit outline and assessment criteria please refer to the qualification handbook.

Assignment coverage

Task	Evidence required	Assessment criteria covered
A	Information leaflet	1.1, 1.2 3.1, 3.2, 3.3
B	Reflective account	1.3, 1.4 2.1, 2.2

Assignment 301 Understanding roles, responsibilities and relationships in education and training



Tasks

Task A Information leaflet

You have been asked to produce a leaflet that mentors within your organisation can use when supporting new members of staff. The leaflet needs to outline some of your organisation's procedures and be a useful reference point. In this document you will:

- a) explain the teaching training role and responsibilities in education and training (ref.1.1)
- b) explain how the teaching/training role involves working with other professionals (ref. 3.1)
- c) explain the boundaries between the teaching/training role and other professional roles including points of referral to meet the needs of learners (ref. 3.2, ref. 3.3)
- d) summarise key aspects of legislation, regulatory requirements and codes of practice relevant to the role and responsibilities of your own professional role. (ref. 1.2)

You can produce the information leaflet in any written format of your choice and may include tables, charts and diagrams where appropriate.

Task B Reflective account

Considering your learning in this unit or drawing on your own experience, provide a reflective account in relation to the following:

- a) explain why it is important to promote appropriate behaviour and respect for others (ref. 2.2)
- b) ways to promote equality and value diversity (ref. 1.3)
- c) the importance of identifying and meeting the needs of learners (ref. 1.4)
- d) ways to maintain a safe and supportive learning environment. (ref. 2.1)

Your reflective account may be in any written format of your choice.

Assignment 301 Understanding roles, responsibilities and relationships in education and training

Tutor/assessor guidance

Candidates are being judged on whether they have met the assessment criteria and not **solely** on presentation, spelling, grammar etc. However, a Level three qualification requires good presentation and coherent written skills. Writing should also link theory and principles to their own practice and there should be clear evidence of reflection.

Tutor/assessors may guide candidates by using the **word counts** identified with each task, but please note that this is **guidance only** and not a requirement of the assessment. Candidates should also be reminded that it is the quality of their work that is being judged and not the quantity.

Please refer to the **Answer Pack** for the grading criteria for this assignment.

Task A Information leaflet

Candidates may produce the information leaflet in any written format of their choice, and may include tables, charts and diagrams where appropriate.

It is envisaged that the information leaflet would have an estimated word count of 500-750 words, equivalent to 2-3 pages or 8-10 slides with accompanying notes. However please note that this is guidance only and not a requirement of the assessment.

Task B Reflective account

This reflective account meets a number of assessment criteria and is a separate activity from any Reflective Learning Journal the candidates may choose to complete.

It is essential that candidates provide a reflective account related to

- a) their own teaching/training role
- b) their understanding of their intended teaching/training role
- c) their learning from the unit.

Tutors may encourage candidates to make reference to the teaching and learning cycle.

Candidates may produce the reflective account in any written format of their choice, and may include a blog/evidence from their IfL REfLECT where appropriate.

It is envisaged that the reflective account would have an estimated word count of 500-750 words, equivalent to 2-3 pages. However please note that this is guidance only and **not** a requirement of the assessment.

Assignment 302 Understanding and using inclusive teaching and learning approaches in education and training

Assignment overview

There are **five** learning outcomes to this unit:

1. Understand inclusive teaching and learning approaches in education and training
2. Understand ways to create an inclusive teaching and learning environment
3. Be able to plan inclusive teaching and learning
4. Be able to deliver inclusive teaching and learning
5. Be able to evaluate the delivery of inclusive teaching and learning

Each learning outcome contains assessment criteria against which the candidate will be assessed. For more information on the unit outline and assessment criteria please refer to the qualification handbook.

Assignment coverage

Task	Evidence required	Assessment criteria covered
A	Briefing document	1.1, 1.2, 1.3 2.1, 2.3, 2.4
B	Planning activity	2.2 3.1, 3.2
C	Delivery and involvement in micro teach	4.1, 4.2, 4.3
D	Reflective account	5.1, 5.2

Assignment 302 Understanding and using inclusive teaching and learning approaches in education and training



Tasks

Task Ai Briefing document

Produce a briefing document for a new member of staff who will be delivering classes in your specialist area embedding functional skills. The document should demonstrate your understanding of:

- a) the key features of inclusive teaching and learning (ref. 1.1)
- b) why it is important to provide opportunities for learners to develop their English, Mathematics, ICT and wider skills such as communication, personal and employability (ref.1.3)
- c) why it is important to create an inclusive teaching and learning environment (ref. 2.1)
- d) ways to engage and motivate learners (ref. 2.3)
- e) ways to establish ground rules with learners. (ref. 2.4)

You can produce the briefing document in any written format of your choice, although you may wish to use the above as headings to assist you.

Task Aii Comparative activity

Compare the strengths and limitations of teaching and learning approaches used in your own area of specialism in relation to meeting individual learner needs. (ref. 1.2)

You can produce this comparative activity in any written format of your choice; however this activity lends itself to the use of tables, charts or diagrams.

Task B Planning activity

- a) In preparation for your micro-teach planning, explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs. (ref. 2.2)
- b) Considering the above, select the teaching and learning approaches, resources and assessment methods and devise a plan for your micro-teach session. (ref. 3.1)
- c) Using your plan, give reasons for your selection of teaching and learning approaches, resources and assessment methods to meet individual learner needs. (ref. 3.2)

An observation of practice form has been provided in Appendix 1.

Assignment 302 Understanding and using inclusive teaching and learning approaches in education and training



Tasks (continued)

Task C Delivery and involvement in micro-teach

- a) Using the plan you have devised, deliver your micro-teach ensuring that your teaching and learning approaches, resources, assessment methods, learner feedback and communication meets individual learner needs. (ref. 4.1, ref. 4.2)
- b) Provide constructive feedback to your learners to meet their individual needs. (ref. 4.3)

An observation of practice form has been provided in Appendix 1.

Task D Reflective account

- a) Review the effectiveness of your delivery of inclusive teaching and learning by producing an account reflecting on:
 - your own micro-teach experience
 - your tutor/assessors feedback
 - the reason provided in Task B, question c)(ref. 5.1)
- b) Identify areas for improvement in own delivery of inclusive teaching and learning. (ref. 5.2)

A feedback form is provided in Appendix 1 which can be used for this task.

Assignment 302 Understanding and using inclusive teaching and learning approaches in education and training



Tutor/assessor guidance

Candidates are being judged on whether they have met the assessment criteria and not **solely** on presentation, spelling, grammar etc. However, a Level three qualification requires good presentation and coherent written skills. Writing should also link theory and principles to their own practice and there should be clear evidence of reflection.

Tutor/assessors may guide candidates by using the **word counts** identified with each task, but please note that this is **guidance only** and not a requirement of the assessment. Candidates should also be reminded that it is the quality of their work that is being judged and not the quantity.

Please refer to the **Answer Pack** for the grading criteria for this assignment.

It is intended that all tasks in this assignment should have link to each other and work through the stages of the teaching and training cycle.

Task A Briefing document

Candidates may produce the briefing document in any written format of their choice, although they may wish to use the required elements as headings to assist in structuring the document.

It is envisaged that the briefing document would have an estimated word count of 750-1000 words, equivalent to 2-3 pages. However please note that this is guidance only and not a requirement of the assessment.

Candidates may produce the comparative activity in any written format of their choice; however this activity lends itself to use of tables, charts or diagrams.

For those delivering in Wales and Northern Ireland, please replace functional skills with essential skills.

Task B Planning activity

It is recommended that candidates provide a plan related to their own teaching /training role or their intended teaching/training role.

Tutor/assessors may wish to encourage learners to make reference to the teaching and learning cycle.

It is envisaged that the plan would have an estimated word count of 500-750 words, equivalent to 2-3 pages. However please note that this is guidance only and not a requirement of the assessment.

Assignment 302 Understanding and using inclusive teaching and learning approaches in education and training



Tutor/assessor guidance

Task C Delivery and involvement in micro-teach

It is expected that candidates will use the evidence produced in Task A and Task B to support and inform the delivery aspect of this task.

An observation of practice pro-forma has been placed in Appendix 1 which you may find appropriate.

Task D Reflective account

This reflective account meets a number of assessment criteria and is a separate activity from any Reflective Learning Journal the candidates may complete.

For this unit, candidates must be involved in at least one hour of microteaching. Each candidate must deliver at least one 15-minute microteaching session that is observed and assessed by a tutor/assessor. For the additional 45 minutes, candidates can either deliver additional microteaching sessions or observe the microteaching sessions of other candidates.

It is deemed good practice to provide peer feedback if observing peers deliver their micro-teach. This is another option for candidates during the additional 45 minutes but bear in mind that peer feedback is **not** a requirement of the unit and does not contribute in any way to assessment evidence.

It is envisaged that the reflective account would have an estimated word count of 500-750 words, equivalent to 2-3 pages. However please note that this is guidance only and not a requirement of the assessment.

Assignment 303 Facilitate learning and development for individuals



6 credits

1. Understand principles and practices of one-to- one learning and development

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 explain purposes of one to one learning and development		
1.2 explain factors to be considered when facilitating learning and development to meet individual needs		
1.3 evaluate methods for facilitating learning and development to meet the needs of individuals		
1.4 explain how to manage risks and safeguard individuals when facilitating one-to-one learning and development		
1.5 explain how to overcome individual barriers to learning		
1.6 explain how to monitor individual learner progress		
1.7 explain how to adapt delivery to meet individual learner needs.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

2. Be able to facilitate one-to-one learning and development

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 clarify facilitation methods with individuals to meet their learning and/or development objectives						
2.2 implement activities to meet learning and/or development objectives						
2.3 manage risks and safeguard learners participating in one-to-one learning and/or development.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

3. Be able to assist individual learners in applying new knowledge and skills in practical contexts

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 develop opportunities for individuals to apply their new knowledge and learning in practical contexts						
3.2 explain benefits to individuals of applying new knowledge and skills						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

4. Be able to assist individual learners in reflecting on their learning and/or development

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
4.1 explain benefits of self-evaluation to individuals						
4.2 review individual responses to one-to-one learning and/or development						
4.3 assist individual learners to identify their future learning and/or development needs						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

Assignment 303 Facilitate learning and development for individuals



Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out during my normal work duties.

The answers in the question bank are my own work and discussed with my tutor/assessor on completion. I have been observed in my workplace by my tutor/assessor on several occasions.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Tutor/assessor Name:	
Tutor/assessor Signature:	
Date:	

IV Name:	
IV Signature:	
Date:	

Assignment 304 Facilitate learning and development in groups



6 credits

5. Understand principles and practices of learning and development in groups

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
5.1 explain purposes of group learning and development		
5.2 explain why delivery of learning and development must reflect group dynamics		
5.3 evaluate methods for facilitating learning and development to meet the needs of groups		
5.4 explain how to manage risks and safeguard individuals when facilitating learning and development in groups		
5.5 explain how to overcome barriers to learning in groups		
5.6 explain how to monitor individual learner progress within group learning and development activities		
5.7 explain how to adapt delivery based on feedback from learners in groups.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

6. Be able to facilitate learning and development in groups

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
6.1 clarify facilitation methods with group members to meet group and individual learning objectives						
6.2 implement learning and development activities to meet learning objectives						
6.3 manage risks to group and individual learning and development.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

7. Be able to assist groups to apply new knowledge and skills in practical contexts

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
7.1 develop opportunities for individuals to apply new knowledge and skills in practical contexts						
7.2 provide feedback to improve the application of learning.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

8. Be able to assist learners to reflect on their learning and development undertaken in groups

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
8.1 support self-evaluation by learners						
8.2 review individual responses to learning and development in groups						
8.3 assist learners to identify their future learning and development needs.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

Assignment 304 Facilitate learning and development in groups



Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out during my normal work duties.

The answers in the question bank are my own work and discussed with my tutor/assessor on completion. I have been observed in my workplace by my tutor/assessor on several occasions.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Tutor/assessor Name:	
Tutor/assessor Signature:	
Date:	

IV Name:	
IV Signature:	
Date:	

Assignment overview

There are **four** learning outcomes to this unit:

1. Understand types and methods of assessment used in education and training
2. Understand how to involve learners and others in the assessment process
3. Understand the role and use of constructive feedback in the assessment process
4. Understand requirements for keeping records of the assessment in education and training.

Each learning outcome contains assessment criteria against which the candidate will be assessed. For more information on the unit outline and assessment criteria please refer to the qualification handbook.

Assignment coverage

Task	Evidence required	Assessment criteria covered
A	Information sheet	1.2, 1.3, 1.4 2.3 4.2
B	Hand-out	1.1 2.1, 2.2 3.1, 3.2, 3.3 4.1

Tasks

Task A Information sheet

There is a new team member who is finding it difficult to fully appreciate the range of assessment methods available, how to use them and how to record assessment decisions.

As their mentor, produce an information sheet which explains all the relevant points for the use of assessment methods in education and training, and include:

- a) a description of **six** assessment methods, with examples of when and how they could be used (ref. 1.2)
- b) a clear explanation of **four** of those assessment methods that are the most appropriate to your skill specific area, with a comparison of their strengths and limitations for meeting individual learner needs (ref. 1.3)
- c) an explanation of how **two** of the assessment methods can be adapted to meet individual learner needs (ref. 1.4)
- d) an identification of sources of information that should be made available to those involved in the assessment process:
 - learners
 - others(ref. 2.3)
- e) a summary of the requirements for keeping records of assessment for and of learning in an organisation. (ref. 4.2)

You can produce the information sheet in any written format of your choice and may include tables, charts and diagrams where appropriate.

Tasks (continued)

Task B Hand-out

After a discussion with the new team member it is identified that there are some further areas that need re-enforcing, and you decide that all the team might benefit from a refresher. Prepare a hand-out that you can use at the next team meeting to clarify the points identified. The hand-out must include:

- a) a brief explanation of the key features for each of the following types of assessment;
 - initial assessment
 - formative assessment
 - summative assessment.
(ref. 1.1)
- b) a brief explanation of the importance of involving learners and others in the assessment process (ref. 2.1)
- c) an explanation of the role of the following in the assessment process
 - self assessment
 - peer assessment
(ref. 2.2)
- d) a description of **six** features of constructive feedback (ref. 3.1)
- e) an explanation of how constructive feedback contributes to the assessment process (ref. 3.2)
- f) an explanation of how to give constructive feedback to learners following assessment (ref. 3.3)
- g) an explanation of why it is important to keep records of assessment for and of learning in an organisation. (ref. 4.1)

Tutor/assessor guidance

Candidates are being judged on whether they have met the assessment criteria and not **solely** on presentation, spelling, grammar etc. However, a Level three qualification requires good presentation and coherent written skills. Writing should also link theory and principles to their own practice where possible and there should be clear evidence of reflection.

Tutor/assessors may guide candidates by using the **word counts** identified with each task, but please note that this is **guidance only** and not a requirement of the assessment. Candidates should also be reminded that it is the quality of their work that is being judged and not the quantity.

Please refer to the **Answer Pack** for the grading criteria and model answers for this assignment.

Task A Information sheet

Candidates may produce the information sheet in any written format of their choice, and may include tables, charts and diagrams where appropriate.

It is envisaged that the information sheet would have an estimated word count of 500-750 words, equivalent to 2-3 pages or 8-10 slides with accompanying notes. However please note that this is guidance only and not a requirement of the assessment.

Task B Hand-out

Candidates may produce the hand-out in any written format of their choice, and may include tables, charts and diagrams where appropriate.

It is envisaged that the hand-out would have an estimated word count of 750-1000 words, equivalent to 3-4 pages or 12-15 slides with accompanying notes. However please note that this is guidance only and not a requirement of the assessment.

Assignment 306 Understanding the principles and practices of assessment



Assignment overview

There are **eight** learning outcomes to this unit:

1. Understand the principles and requirements of assessment
2. Understand different types of assessment method
3. Understand how to plan assessment
4. Understand how to involve learners and others in assessment
5. Understand how to make assessment decisions
6. Understand own contribution to the quality assurance of assessment
7. Understand how to manage information relating to assessment of occupational competence
8. Understand the legal and good practice requirements in relation to assessment

Each learning outcome contains assessment criteria against which the candidate will be assessed. For more information on the unit outline and assessment criteria please refer to the qualification handbook.

There are two alternative options for candidates. These are listed in the table below:

Option A	Option B
Short-answer questions Presentation	Multiple-choice test - 356 Professional discussion

The candidate will only need to complete **one** of the options above.

Assignment overview

Assignment coverage

Task	Evidence required	Assessment criteria covered
A	Short-answer questions	1.1, 1.4 2.1 3.2, 3.3, 3.4, 3.5 4.1, 4.2, 4.3 6.1, 6.2, 6.3 7.1, 7.2 8.1, 8.2, 8.3, 8.4
B	Presentation	1.2, 1.3 3.1, 3.3 4.4 5.1, 5.2

Assignment 306 Understanding the principles and practices of assessment

Tasks

Task A Short-answer questions

Complete the short-answer questions.

Task B Presentation

You have been asked to promote recruitment to an tutor/assessor programme and need to prepare a presentation.

Your presentation is required to:

- a) define the key concepts and principles of assessment (ref.1.2)
- b) explain the responsibilities of the tutor/assessor, including how assessment arrangements can be adapted to meet the needs of learners (ref.1.3, 4.4)
- c) summarise key factors to be considered when planning holistic assessment (ref. 3.1, 3.3)
- d) explain how to judge the validity, authenticity, currency and sufficiency of evidence, and how to ensure the validity, reliability and fairness of assessment decisions. (ref. 5.1, 5.2)

Your presentation can be provided in any written format of your choice. You are not required to deliver your presentation.

Assignment 306 **Understanding the principles
and practices of assessment**



Task A: Short-answer questions

Candidate name

Date

Tutor/assessor name

Date

1. Explain the type and function of assessment. (ref. 1.1) (3 marks)

2. Identify generic regulations and requirements relating to assessment and identify any specific to your own area of practice. (ref. 1.4) (4 marks)

**Assignment 306 Understanding the principles
and practices of assessment**



Task A: Short-answer questions (continued)

3. Compare the strengths and weaknesses of a minimum of **four** assessment methods with reference to meeting the needs of individual learners. (ref. 2.1) (8 marks)

**Assignment 306 Understanding the principles
and practices of assessment**



Task A: Short-answer questions (continued)

4. Evaluate the benefits of adopting a holistic approach to assessment. (ref. 3.2) (4 marks)

5. Summarise the types of risks that may be involved in assessment in own area of responsibility and explain how to minimise them through planning. (ref. 3.4, 3.5) (6 marks)

**Assignment 306 Understanding the principles
and practices of assessment**



Task A: Short-answer questions (continued)

6. Explain the importance of involving the learner and others in the assessment process, and summarise the types of information that should be made available to learners and others involved in the assessment process. (ref. 4.1, 4.2) (6 marks)

**Assignment 306 Understanding the principles
and practices of assessment**



Task A: Short-answer questions (continued)

7. Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of their learning. (ref. 4.3) (3 marks)

8. Evaluate the importance of quality assurance in the assessment process, and summarise quality assurance and standardisation procedures relevant to own area of practice. (ref. 6.1, 6.2) (4 marks)

Assignment 306 Understanding the principles and practices of assessment



Task A: Short-answer questions (continued)

9. Summarise the relevant procedures to follow when there are disputes concerning assessment in own area of practice. (ref. 6.3) (4 marks)

10. Explain the importance of following procedures for the management of assessment information. (ref. 7.1) (3 marks)

**Assignment 306 Understanding the principles
and practices of assessment**



Task A: Short-answer questions (continued)

11. Explain how feedback and questioning contributes to the assessment process. (ref. 7.2)
(3 marks)

12. Explain legal issues, policies and procedures relevant to assessment including those for confidentiality, health, safety and welfare. (ref. 8.1)
(3 marks)

**Assignment 306 Understanding the principles
and practices of assessment**



Task A: Short-answer questions (continued)

13. Explain the contribution that technology can make to the assessment methods and process.
(ref. 8.2) (3 marks)

14. Evaluate requirements for equality and diversity and bilingualism in relation to assessment.
(ref. 8.3) (3 marks)

Assignment 306 Understanding the principles and practices of assessment



Task A: Short-answer questions (continued)

15. Explain the value of reflective practice and continuing professional development in the assessment process. (ref. 8.4) (3 marks)

Marker's use only

Marker's use only		Total marks	/60
Grade: (Please delete as appropriate)	Pass / fail		

Assignment 306 Understanding the principles and practices of assessment



Tutor/assessor guidance

Candidates are being judged on whether they have met the assessment criteria and not **solely** on presentation, spelling, grammar etc. However, a Level three qualification requires good presentation and coherent written skills. Writing should also link theory and principles to their own practice and there should be clear evidence of reflection.

Tutor/assessors may guide candidates by using the **word counts** identified with each task, but please note that this is **guidance only** and not a requirement of the assessment. Candidates should also be reminded that it is the quality of their work that is being judged and not the quantity.

Please refer to the **Answer Pack** for the grading criteria and model answers for this assignment.

Task A Short-answer questions

The short-answer questions should be taken under supervised conditions as closed-book tests. This means that all activities will be completed with the tutor/assessor, or other designated supervisor, present. Alternatively, tutor/assessors may prefer to ask the questions orally and record individual candidates' responses.

There is no time limit set by City & Guilds.

These short-answer questions are pass or refer only.

The questions should be answered in a brief format only (no longer than a paragraph) and no word count applies. Please refer to the Answer Pack for model answers. Please note the answers provided are intended as a guide only and are not exhaustive. Tutor/assessors are expected to use their professional judgement as to the acceptability of candidate's responses, and any queries should be referred to the Qualification Consultant.

The answers must be held securely by centres and not made available to candidates.

All completed tests/records of candidates' responses to questions asked by the tutor/assessor should be securely stored by the centre for quality assurance by City & Guilds, and under no circumstances should candidates be allowed to take question papers away with them.

Task B Presentation

Candidates may produce the presentation in any written format of their choice, and are not required to deliver the presentation.

It is envisaged that the presentation would have an estimated word count of 500-750 words, equivalent to 2-3 pages or 8-10 slides with accompanying notes. However please note that this is guidance only and not a requirement of the assessment.

N.B This unit is imported from 6317 Award and Certificate in Assessment and Quality Assurance, unit 301. There are detailed evidence guidelines shown within the documentation for that qualification, which Tutor/assessors may refer to.

Assessment overview

Task	Evidence required	Assessment criteria covered
A	Professional discussion	1.2, 1.3, 1.4 6.2, 6.3 8.1
B	On-line multiple-choice test (e-volve)	1.1, 1.2, 1.3, 1.4, 2.1 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4 5.1, 5.2, 6.1, 6.2, 6.3, 7.1, 7.2, 8.1, 8.2, 8.3, 8.4

Option B Understanding the principles and practices of assessment

Assessment overview

This is the summative assessment which the learner should complete at the end of the course/programme. The assessment is split into **two** parts:

Part A Professional discussion

The purpose of the professional discussion is to assess the knowledge of the candidate and to be certain that they have a firm understanding of principles which support practice. The specific areas of activity to be explored must be clearly identified and agreed in advance, as must the methods by which the discussion will be conducted.

A set of pro-formas have been provided which can be used to record the discussion. Audio recording can also be used.

Please see assessor guidance over leaf for more detail.

Part B On-line multiple-choice test

The assessment must be scheduled and taken like any other e-volve test outside of the City & Guilds Way application. However, the results for the test will be available within the City & Guilds Way system.

Ask your e-volve administrator to schedule test **6502-356** via the Walled Garden. This can be found under the navigation tests' group. Once scheduled, you will have up to 30 days to take it. We recommend that you schedule the test a few weeks before you plan for the learner to take the test, especially if you have not used e-volve before. You can always reschedule the test if the 30 days expires.

Ensure you are given the Keycode and PIN for **each** scheduled test from your e-volve administrator. On day of test, go to the learners PC/laptop and navigate to:

<https://evolve.cityandguilds.com/secureassess/secureassessdelivery.html>



Enter the correct Keycode for the learner in the Keycode field when presented.

Select OK. Enter the PIN. The test is now available for the learner to take.

The test can be scheduled and taken as many times as required throughout the pilot free of charge.

Assessor guidance

Task A Professional discussion

The professional discussion is:

- a structured interview which explores key aspects of the learner's understanding of practice or procedures
- a conversation rather than a question and answer session
- part of the assessment plan and agreed in advance with the learner.

The outcomes of the professional discussion could be captured by means of audio/videotape, written summaries and evidence of structured questioning eg using the professional discussion pro-forma provided. The audio/videotape recording must be of good quality.

All completed records of candidates' responses should be securely stored by the centre for verification by City & Guilds.

Additional guidance on how to prepare and conduct the professional discussion is provided on the following page.

Assessor guidance (continued)

Guidance for professional discussion

Thorough planning with the candidate is essential and should include the topic for discussion, links to the unit and how the discussion is to be recorded to match the candidate's needs. The professional discussion pro-forma should be completed and signed/dated by the assessor and candidate.

Venue, date, time – The assessor should ensure there is a quiet, confidential area and that equipment is available.

The day before – The assessor should phone the candidate to confirm and recap what is being covered and what will happen.

Day of the assessment

The assessor should:

- ensure they have all the relevant assessment records, copies of the unit as required, basic stationary and technical equipment
- arrive early and be prepared
- on arrival check all is well with the candidate and that they are comfortable to continue
- explain the grievance/appeals procedure
- before they start, when using recording equipment, introduce the unit, Learning Outcomes/Assessment Criteria, etc. to be discussed, give name of learner, assessor, site and date.

Manage the process – The assessor should keep the discussion focused and to the time span agreed and within the requirements of the Learning Outcomes/Assessment Criteria.

If the candidate is nervous the assessor can support by rewording the question, recapping, using previous experiences and reflection, drawing out information with open and sometimes closed questions (for focussed answers).

The assessor should avoid talking too much or leading the candidate. The assessor should encourage and praise the candidate appropriately and give constructive feedback to the candidate when they have finished.

Completed pro-forma should be signed and dated; the written record should be completed sufficiently to support access to the electronic record.

To pass this task, the candidates must cover **all** points successfully. Example answers are provided in the following section and are a guide only. Assessors must use their own professional judgement about the content covered by the candidate.

Option B Understanding the principles and practices of assessment

Candidate guidance

This is the summative assessment which you will complete at the end of the course/programme. The assessment for this unit is split into **two** parts:

Part A Professional discussion

Your assessor will conduct a professional discussion with you. The purpose of this discussion is to assess your knowledge and to confirm your understanding of principles which support practice in assessment. This provides you with an opportunity to show the depth and breadth of knowledge of this subject.

The areas that will be covered are around the following themes:

- Concepts and principles of assessment
- Responsibilities of the assessor
- Regulations and requirements of assessment
- Quality assurance and standardisation
- Legal issues, policies and procedures of assessment

Your assessor will use a pro-forma to record the discussion. Audio recording can also be used. Your assessor will also inform you of the venue, date and time of the discussion and will also ensure there is a quiet area which will allow for confidentiality.

On the day of the assessment you should arrive early and be prepared. You should prepare any questions that you may wish to ask your assessor before the assessment starts.

Your assessor will give you any required or additional information ahead of the assessment to allow you enough time to prepare.

Part B Multiple choice test

In addition to the professional discussion, you will be required to complete an online multiple-choice test. Your tutor/assessor will schedule the exam when you are ready.

Your tutor/assessor will explain to you how the process will work.

City & Guilds
Skills for a brighter future



www.cityandguilds.com

Appendix 1 Forms

Form 1 Observation of practice form



This is a three page pro forma.

Name of candidate	Date
Aim of session (as on session plan)	Length of session
A minimum of 15 minutes of micro-teaching/teaching practice must be observed	Length of observation

Preparation

Did the candidate	Y/N	Comments
check the environment and resources beforehand?		
take into account any health & safety issues?		
ensure there were enough resources for all learners?		
have a session plan to show: aim/objectives/learning outcomes?		

Delivery

Did the candidate	Y/N	Comments
deliver an introduction, main content and conclusion?		
establish and maintain a rapport with the individual/group?		
demonstrate knowledge of their subject?		
take into account different learning styles, e.g. VARK?		

Did the candidate	Y/N	Comments
use a range of activities as appropriate?		
use relevant resources as appropriate?		
communicate clearly and effectively?		
appear confident and professional?		
take into account entitlement, equality, differentiation, inclusivity and diversity?		

Monitoring

Did the candidate	Y/N	Comments:
ask questions and involve the individual/group where appropriate?		
give positive feedback where relevant?		
summarise the session?		
achieve their aim/objective/learning outcomes?		
clear the area afterwards?		
identify opportunities for learners to provide feedback?		
evaluate their session?		

Give examples of how learning took place:

Overall feedback:

Tutor/observer signature:

Name:

Date:

Form 2 Self-evaluation
Micro-teaching/teaching practice delivery

Session date: _____ **Delivered by:** _____

Title of session: _____ **Length of session:** _____

What went well with in your session and why?

What did not go well in your session and why?

Reflect and comment on feedback from your peers (if provided) and tutor//assessor.

If you were to deliver the session again, what would you change?

Name: _____ **Date:** _____

Candidate signature: _____

Form 3

Professional discussion form

Candidate Name: _____

Qualification: _____

Assessor Name: _____

<p>Areas to be covered with the discussion are provided below. All points must be successfully achieved to gain a pass grade.</p> <p>Outline the record of professional discussion content in spaces provided (use additional sheets as required) and complete references to recording media.</p>	<p>Assessment criteria</p>
<p>Define the key concepts and principles of assessment.</p> <p>The candidate is required to include the following in their answer:</p> <ul style="list-style-type: none"> a) meaning of assessment, i.e. process b) making assessment decisions c) feedback. 	<p>1.2 <input type="checkbox"/></p>

<p>Explain the responsibilities of the assessor, including how assessment arrangements can be adapted to meet the needs of learners.</p> <p>The candidate is required to include the following in their answer:</p> <ul style="list-style-type: none">a) planning assessment to meet learner needsb) making assessment decisionsc) recording assessment process/decisionsd) taking part in standardisation/CPD.	1.3 <input type="checkbox"/>
--	------------------------------

<p>Identify generic regulations and requirements relevant to assessment in your own area of practice.</p> <p>The candidate is required to include the following in their answer:</p> <ul style="list-style-type: none">a) general requirementsb) regulatory framework.	1.4 <input type="checkbox"/>
<p>Summarise quality assurance and standardisation procedures relevant to your own area of practice.</p>	6.2 <input type="checkbox"/>

<p>Summarise the relevant procedures to follow when there are disputes concerning assessment in your own area of practice.</p> <p>The candidate is required to include the following in their answer:</p> <ul style="list-style-type: none">a) a summary of the appeals procedure within your own organisation.	6.3 <input type="checkbox"/>
<p>Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare.</p>	8.1 <input type="checkbox"/>

Assessment decision and feedback to candidate. A summary of the discussion is recorded or in a voice file as indicated and the outcome of the assessment must be retained for the IQA and QC as evidence. You will need to complete the following for each candidate.

--	--

Grade:	Pass/Fail
(Please delete as appropriate)	

Start time: _____ **Finish time:** _____

Reference (if recording used) _____

Start reference: _____ **End reference:** _____

The above is an accurate record of the discussion.

Candidate signature: _____ **Date:** _____

Assessor signature: _____ **Date:** _____

Internal Quality Assurer signature (if sampled) _____ **Date:** _____

Appendix 2

Glossary

The following key words and terms are used in the assignments and Answer Pack.

Term	Definition
Assessment Criteria	The specification of the practical skills and/or knowledge a learner must demonstrate for the learning outcomes of a unit to be achieved.
Tutor/assessor	The person who makes a judgment on a learner's work. For example a teacher, tutor, trainer or marker.
Diversity	Valuing the differences and characteristics of individuals.
Equality	Ensuring the rights of learners to participate no matter what their characteristics. Defined in part by legislation.
Inclusive	Avoiding and overcoming barriers to participation for all learners.
Learning outcomes	Statements in a unit template describing what a learner is expected to know, understand or be able to do on completion of a learning process.
Points of referral	Individuals and organisations that provide information and support for learners e.g. about funding, or opportunities to access learning.
Reflective Account	A piece of written work which is reflective in nature and meets assessment criteria. This account can be part of the assessment process.
Reflective journal	A piece of written work where the trainee teachers' reflect on their own learning and teaching. This piece of work is generally a personal reflection and not of the assessment process.
Report	A report within an assignment refers to a systematic, well organised document which defines and analyses a subject or problem. Reports are typically written in sections and vary in structure. The components of a report could include: Introduction / Summary; Main Body / Methodology / Findings; Results / Conclusions / Recommendations and Appendices / References / Bibliography.
Research task	A research task within an assignment is one that requires the candidate to carry out secondary research, and to produce their research and findings in a document (report). This type of task usually requires the summary, analysis, synthesis and collection of existing data, using secondary sources that already exist.
Safeguard	Protecting young people and vulnerable adults from abuse or neglect, and ensuring that learning environments support their well-being.
Teacher/trainer	A member of staff responsible for the teaching and supervision of one or more learners. A teacher/trainer may also be an tutor/assessor/marker.

City & Guilds
Skills for a brighter future



www.cityandguilds.com

Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Registrations/enrolment, Certificates, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, GOLLA, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com

Published by City & Guilds
1 Giltspur Street
London
EC1A 9DD
T +44 (0)844 543 0000
F +44 (0)20 7294 2413
www.cityandguilds.com

City & Guilds is a registered charity
established to promote education
and training